

Curriculum

# *Handbook*

GOLDEN GROVE HIGH SCHOOL

2024 – Year 11



Respect – Equality – Pride – Integrity – Resilience

"Success for all"



Government of South Australia  
Department for Education

# 2024 Golden Grove High School Year 11 Curriculum Handbook

<b>The Arts – Visual/Performing/Creative</b>	<b>3</b>
Dance – Special Interest	3
Drama	4
Music	5
Music Technology	6
Visual Arts	7
Design	8
Yearbook	9
Digital Media	10
<b>Cross-Disciplinary Studies</b>	<b>11</b>
Entrepreneurship	11
Peer Support – Integrated Learning	12
<b>English</b>	<b>14</b>
English	14
English Literary Studies	15
Essential English	16
<b>Health and Physical Education</b>	<b>17</b>
Health	17
Outdoor Education	18
Physical Education	19
Physical Education - Special Focus Touch (by invitation only)	20
Sport Focus– Integrated Learning	21
<b>Humanities and Social Sciences</b>	<b>22</b>
Accounting	22
Legal Studies	23
Modern History	24
Student Leadership	25
Tourism	26
Women’s Studies	27
<b>Languages/EALD</b>	<b>28</b>
Japanese Continuers	29
Spanish Continuers	30
English as an Additional Language or Dialect	31
<b>Mathematics</b>	<b>32</b>
Numeracy	32
General Mathematics	33
Mathematical Methods A, B & C	34
Specialist Mathematics	35
<b>Science</b>	<b>36</b>
Biology	36
Chemistry	37
Nutrition	38

[Return to contents](#)

# 2024 Golden Grove High School Year 11 Curriculum Handbook

Physics .....	39
Psychology .....	40
<b>Technologies – Design &amp; Technology, Digital Technologies .....</b>	<b>41</b>
Design Technology - Furniture Design & Manufacture .....	41
Design Technology - Metal Design & Manufacture .....	42
CAD (Computer Aided Design) .....	43
CAD (Computer Aided Design) .....	44
Digital Technologies .....	45
Music Technology .....	46
<b>Technologies – Home Economics .....</b>	<b>47</b>
Child Studies .....	47
<b>Technologies – Home Economics .....</b>	<b>48</b>
Food & Hospitality .....	48
<b>Vocational &amp; Work Ready Learning .....</b>	<b>49</b>
VET / Work Ready - Integrated Learning .....	49

# 2024 Golden Grove High School Year 11 Curriculum Handbook

## The Arts – Visual/Performing/Creative

Subject Learning Area	Dance – Special Interest	Year Level	11
	The Arts	SACE Credits	10/20 Credits
Career Chart	<a href="#">Performing Arts</a>	Length	1 or 2 Semesters
Course Outline	<p>Dance prepares young people for participation in the 21<sup>st</sup> century by equipping them with transferrable skills, including critical and creative thinking skills, personal and social skills, and intercultural understanding. Dance develops individuals to be reflective thinkers who can pose and solve problems and work both independently and collaboratively. As students engage with dance practices and practitioners, they develop imaginative ways to make meaning of the world.</p> <p>Additional out of school hours' rehearsal time and attendance at performances will be required. Extra costs may be incurred if attending workshops or performances. Appropriate dance attire is essential. Students doing 10 credits must take this option in Semester 1. Every Tuesday the class is extended to 4pm</p>		
Topics Included	<p>Skills Development (selected area for personal growth)</p> <ul style="list-style-type: none"> <li>Each task should enable students to communicate their ideas and use appropriate dance terminology. The skills development task should be designed to develop students' ability to make informed judgments about their development as a dancer or choreographer through research and reflection on their own creative work.</li> </ul> <p>Creative Explorations (Composition and performance)</p> <ul style="list-style-type: none"> <li>Students explore and apply their dance understanding, skills, and techniques to develop, refine, and present their creative work. A dance performance may be as a soloist or as part of a duo, trio, small group, or larger group. The creative works may be in different genres. A performance of one or more pieces should total a maximum of 5 minutes for each student.</li> </ul> <p>Dance Contexts (Investigative response)</p> <ul style="list-style-type: none"> <li>Students investigate dance practice and performance from specific cultures, historical periods, or traditions, including, for example, Aboriginal or Torres Strait Islander contexts, to analyse the function of dance in that context. An investigation may be in-depth in nature, focusing on one culture, historical period, or tradition, or it may be comparative, comparing two or more cultures, historical periods, or traditions.</li> </ul> <p>Note: The weightings for each component can change according to the cohort of students.</p>		
Assessment	<p>Assessment includes:</p> <ul style="list-style-type: none"> <li>Creative Explorations 60%</li> <li>Dance Contexts 20%</li> <li>Skills development Folio 20%</li> </ul>		
Additional Cost	Nil		
Subject Recommendation /Prerequisites	<p>Students doing 10 credits must take this option in Semester 1.</p> <p><b>* Entry into this course must be via an audition or successful completion of Year 10 Special Interest Dance.</b></p>		

## 2024 Golden Grove High School Year 11 Curriculum Handbook

Subject Learning Area	Drama	Year Level	11
	The Arts	SACE Credits	10/20 Credits
	<a href="#">Performing Arts</a>	Length	1 or 2 Semesters
Career Chart			
Course Outline	<p>In Drama, students engage in learning as dramatic artists. The three areas of dramatic study are integrated to provide students with opportunities to learn dramatic conventions and elements, and the dramatic process of conceiving, experimenting, developing, making, presenting, analysing, and evaluating drama.</p> <p>Students will be required to take part in Production Week where they will miss scheduled lessons to prepare for the production. Students may be required to participate in out-of-hours rehearsals and performances and attend productions for the purpose of review and reflection.</p>		
Topics Included	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Company and Performance</li> <li>• Understanding and Responding to Drama</li> <li>• Drama and Technology</li> </ul>		
Assessment	<p><b>Assessment Type 1:</b></p> <ul style="list-style-type: none"> <li>• Performance For a performance, students are led by the teacher to work collaboratively through the framework of the Company and Performance area of study to conceive, explore, develop, produce, refine, and perform (or present) a dramatic work or product. Students select and presents evidence of their learning, including their understanding, creativity, analysis, evaluation, application and development.</li> </ul> <p><b>Assessment Type 2:</b></p> <ul style="list-style-type: none"> <li>• Responding to Drama Students demonstrate their understanding, analysis, and evaluation of professionally created dramatic works and/or events – such as workshops or performances in an oral, multimodal, or written response.</li> </ul> <p><b>Assessment Type 3:</b></p> <ul style="list-style-type: none"> <li>• Creative Synthesis. In a creative synthesis task, students apply the dramatic process to a published dramatic text or self-devised piece to create a concept or vision for a hypothetical (or actual) dramatic product. In the creation of their product, students also apply technology imaginatively and innovatively, and take creative risks.</li> </ul> <p>Note: The weightings for each component can change according to the cohort of students.</p>		
Additional Cost	\$25.00		
Recommendation /Prerequisites	<p>Students will be expected to be out of scheduled lessons during Production Week, for a maximum of 3 days</p> <p>Satisfactory completion of Year 10 Drama is preferred. Students wishing to study Drama in Stage 2 should complete at least one semester at Stage 1</p>		

[Return to contents](#)

## 2024 Golden Grove High School Year 11 Curriculum Handbook

Subject	Music	Year Level	11
	The Arts	SACE Credits	20 Credits
Career Chart	<a href="#">Music</a>	Length	2 Semesters
Course Outline	<p>Music <i>Experience</i> is designed for students with emerging musical skills and provides opportunities for them to develop their musical understanding and skills in creating and responding to music. Music <i>Advanced</i> is designed to extend students' existing musical understanding and skills in creating and responding to music.</p> <p>Students <b>must</b> have skills in playing an instrument to be able to pass Stage 1 Music. Stage 1 Music is based on student choice to enable them to focus their skills in preparation any of the three different Stage 2 Music streams: Music Explorations, Solo Performance or Ensemble Performance.</p>		
Topics Included	<p>There are three strands to the course:</p> <p><b>Solo Performance and Ensemble Performance</b></p> <ul style="list-style-type: none"> <li>instrumental lessons</li> <li>participation in class and school ensembles</li> <li>involvement in performances – solo and ensemble</li> </ul> <p><b>Musicianship</b></p> <ul style="list-style-type: none"> <li>modern harmony, including chord building, chord progressions and chord extension</li> <li>develop oral skills through interval recognition and rhythm reading</li> </ul> <p><b>Arranging/Composition</b></p> <ul style="list-style-type: none"> <li>writing musical arrangements for selected instruments in a variety of styles</li> </ul>		
Assessment	<p>Assessment includes</p> <ul style="list-style-type: none"> <li>Creative Works 50%</li> <li>Musical Literacy 50%</li> </ul>		
Additional Cost	Instrumental hire fees may apply		
Recommendation /Prerequisites	Satisfactory completion of Year 10 Music is required (or demonstrate equivalent practical skills and theoretical knowledge).		

[Return to contents](#)



## 2024 Golden Grove High School Year 11 Curriculum Handbook

<b>Subject</b>	<b>Music Technology</b>	<b>Year Level</b>	11
	Technologies	<b>SACE Credits</b>	10/20 Credits
<b>Learning Area</b>		<b>Length</b>	1 or 2 Semesters
<b>Career Chart</b>	<a href="#">Entertainment Music Media Studies</a>		
<b>Course Outline</b>	<p>In Music Technologies, students create practical, innovative solutions to music industry problems.</p> <p>Students will investigate how sound and music can be used create narrative, thematic and stylistic elements within digital industries such as game development and live sound design. Students will have the opportunity to explore audio mixing and designing to develop products for industry applications.</p>		
<b>Topics Included</b>	<p>The focus of the course is on Sound Engineering and Sound Design.</p> <p><b>SEMESTER 1</b></p> <ul style="list-style-type: none"> <li>• Live sound reinforcement: introduction to acoustics, how to set up and operate a vocal and band P/A system, how to use and place various microphones depending on instrumentation.</li> <li>• Sound Design for Games: Create a library of sounds to be used for a chosen game genre. This will include creating soundtracks.</li> </ul> <p><b>SEMESTER 2</b></p> <ul style="list-style-type: none"> <li>• Multi-track recording: Students record music and mix. studio acoustics, multi-track recording process mic type, choice, placement using EQ, FX, signal processors analog and digital systems</li> </ul>		
<b>Assessment</b>	<p>Assessment includes:</p> <ul style="list-style-type: none"> <li>• Special Skills Tasks 50%</li> <li>• Design Process and Product 50%</li> </ul> <p>Note: Assessment task percentages may change.</p>		
<b>Additional Cost</b>	Nil		
<b>Recommendation /Prerequisites</b>	A full year of Music Technology is required to undertake this course in Stage 2. The focus on the Stage 1 course is on sound engineering.		

## 2024 Golden Grove High School Year 11 Curriculum Handbook

Subject Learning Area	Visual Arts	Year Level	11
	The Arts	SACE Credits	10/20 Credits
Career Chart	<a href="#">Art</a>	Length	1 or 2 Semesters
Course Outline	<p>Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work.</p> <p>They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.</p> <p>Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.</p>		
Topics Included	<p>Topics included:</p> <ul style="list-style-type: none"> <li>Folio</li> <li>Practical Resolution</li> <li>Visual Study</li> </ul>		
Assessment	<p>This course offers students an opportunity to further their learning in three ways:</p> <ul style="list-style-type: none"> <li><b>Folio:</b> 40% The development of conceptualisation by using analysis processes, visual interpretations and visual thinking leading to resolutions.</li> <li><b>Practical Resolution:</b> 30% Resolved final artwork &amp; Practitioners Statement.</li> <li><b>Visual Study:</b> 30% Explores and/or experiments with one or more styles, ideas, concepts, media, materials, methods, techniques or technologies. The exploration and/or experimentation is based on students' critical analysis of the work of other practitioners, individual research and the development of visual thinking and technical skills. Explores and/or experiments with one or more styles, ideas, concepts, media, materials, methods, techniques or technologies.</li> </ul> <p>NB: Students selecting to do two semesters of Art should work within the same structure but cover different topics.</p>		
Additional Cost	\$20.00 per semester		
Recommendation /Prerequisites	<p>It is assumed that students who select this course have successfully studied Art in the Middle School and have a strong interest in the subject. Students wishing to study Art in Stage 2 should complete at least one semester at Stage 1.</p>		



## 2024 Golden Grove High School Year 11 Curriculum Handbook

Subject Learning Area	Design	Year Level	11
	The Arts	SACE Credits	10/20 Credits
Career Chart	<a href="#">Art</a>	Length	1 or 2 Semesters
Course Outline	<p>Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work.</p> <p>They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.</p> <p>Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.</p>		
Topics Included	<p>Topics included:</p> <ul style="list-style-type: none"> <li>• Folio</li> <li>• Practical Resolution</li> <li>• Visual Study</li> </ul>		
Assessment	<p>This course offers students an opportunity to further their learning in three ways:</p> <ul style="list-style-type: none"> <li>• <b>Folio:</b> 40% The development of conceptualisation by using analysis processes, visual interpretations and visual thinking leading to resolutions.</li> <li>• <b>Practical Resolution:</b> 30% Resolved final artwork &amp; Practitioners Statement.</li> <li>• <b>Visual Study:</b> 30% Explores and/or experiments with one or more styles, ideas, concepts, media, materials, methods, techniques or technologies. The exploration and/or experimentation is based on students' critical analysis of the work of other practitioners, individual research and the development of visual thinking and technical skills. Explores and/or experiments with one or more styles, ideas, concepts, media, materials, methods, techniques or technologies.</li> </ul>		
Recommendation /Prerequisites	\$20.00 per semester		
	<p>Students wishing to study Design in Stage 2 should complete at least one semester at Stage 1.</p> <p>It is assumed that students who select this course have successfully studied Art in the Middle School and have a strong interest in the subject. Students wishing to study Art in Stage 2 should complete at least one semester at Stage 1.</p>		

[Return to contents](#)

## 2024 Golden Grove High School Year 11 Curriculum Handbook

<b>Subject</b>	<b>Yearbook</b>	<b>Year Level</b>	11
<b>Learning Area</b>	Arts	<b>SACE Credits</b>	10 Credits
<b>Career Chart</b>	<a href="#">Arts</a>	<b>Length</b>	1 semester only
<b>Course Outline</b>	<p>The school Yearbook is produced by the students enrolled in this semester course. There are limited places available, which may result in a selection process being used to identify those students most suited.</p> <p>Students will develop their graphic design skills through the collecting, collating and production of the school Yearbook. This is a student-driven project with the class involved in every aspect of management and production including theme development, layout, photography, editing and proofing to produce a print ready product.</p> <p>Various aspects of graphic design and digital imaging will be covered with students extending their knowledge in these areas through practical and theory assessment tasks. They will develop an understanding about how visual conventions are used to convey meaning and create aesthetic value. Students will also evaluate the effect of culture/time and place on graphic design and be able to understand the purpose of design work.</p>		
<b>Topics Included</b>	<p>Topics include:</p> <ul style="list-style-type: none"> <li>• Graphic design elements and principals</li> <li>• Software skill development</li> </ul>		
<b>Assessment</b>	<p>Assessment occurs over two types:</p> <ul style="list-style-type: none"> <li>• Product 60% Assess the application of knowledge and understanding of the key concepts, ability to work as part of a team to produce the yearbook and evaluate the process used in its creation. Students will also create a journal analysing and recording information about various processes and techniques involved in the design process.</li> <li>• Folio 40% Students will analyse and evaluate the success of various publications considering their use of visual conventions, design principles and context. Skills</li> </ul> <p>Extension: Students apply their practical software skills and knowledge of design principles to create mock pages and cover for a magazine.</p>		
<b>Additional Cost</b>	Nil		
<b>Recommendation /Prerequisites</b>	<p>There are limited places available, which may result in a selection process being used to identify those students most suited. It is recommended that students have completed at least one semester of Art in Year 9 or 10.</p>		

## 2024 Golden Grove High School Year 11 Curriculum Handbook

<b>Subject</b>	<b>Digital Media</b>	<b>Year Level</b>	11
	Technologies	<b>SACE Credits</b>	10   20 credits
<b>Learning Area</b>		<b>Length</b>	1 or 2 Semesters
<b>Career Chart</b>	<a href="#">Media Studies</a> <a href="#">Art</a>		
<b>Course Outline</b>	In this course students develop skills in both graphic and audio application to digital products. Students will investigate digital image manipulation and 3D animation, looking at developing product for specific audiences and applications. Digital video editing and production techniques will also be explored.		
<b>Topics Included</b>	<p>SEMESTER 1</p> <ul style="list-style-type: none"> <li>Create soundtrack to CGI animation</li> <li>Image manipulation graphics and text</li> </ul> <p>SEMESTER 2</p> <ul style="list-style-type: none"> <li>Desktop digital video production - using video editing techniques, production of short videos for specific audiences</li> <li>Introduction to 3D animation</li> </ul>		
<b>Assessment</b>	<p>Assessment includes:</p> <ul style="list-style-type: none"> <li>Specialised Skills Tasks 50%</li> <li>Design Process &amp; Product 50%</li> </ul> <p>Note: Assessment task percentages may change.</p>		
<b>Additional Cost</b>	Nil		
<b>Recommendation /Prerequisites</b>	<p>A full year of Digital Media [or proven skills in multimedia areas] is required to undertake Stage 2 studies in this subject.</p> <p>Students should have preferably studied Media Arts at the year 10 level to undertake this subject.</p>		

## 2024 Golden Grove High School Year 11 Curriculum Handbook

### Cross-Disciplinary Studies

<b>Subject Learning Area</b>	<b>Entrepreneurship</b>	<b>Year Level</b>	11
	Cross-Disciplinary Studies Business Studies	<b>SACE Credits</b>	10/20 Credits
<b>Career Chart</b>	<a href="#">All Areas</a>	<b>Length</b>	1 or 2 Semesters
<b>Course Outline</b>	<p>Using a real world, self-directed learning model, students will undertake a group inquiry to determine a product, solution, idea or issue that aligns with their area of interest.</p> <p>Focus Areas for students will be a choice of Social or Business Entrepreneurship.</p> <p>Students will undertake the design process where they will work independently and collaboratively, undertake peer and self-review and explore and examine different contexts and applications of entrepreneurial skills sets and dispositions.</p> <p>Depending on the focus of their venture (Social or Business), students will engage with critical and creative thinking, problem solving and personal development.</p>		
<b>Topics Included</b>	<p>The Entrepreneurial endeavour will be self-directed and completed as an individual or in small groups chosen by the student. Students will:</p> <ul style="list-style-type: none"> <li>• Individual and group research</li> <li>• The Design Process</li> <li>• The pitch/prototype</li> <li>• Capabilities in Action</li> </ul>		
<b>Assessment</b>	This subject is assessed across three assessment types in consultation with the teacher across Cross-Disciplinary and/or Business Studies depending on the semester of choice.		
<b>Additional Cost Recommendation /Prerequisites</b>	<p>NIL</p> <p>This subject is well suited for students who are interested in leadership, setting up a business, are looking at designing a product, interested in the STEM design thinking process or shaping an idea and want to build their organisational, presentation and collaborative skills.</p>		

[Return to contents](#)

## 2024 Golden Grove High School Year 11 Curriculum Handbook

Subject	Peer Support – Integrated Learning	Year Level	11
Learning Area	Cross-Disciplinary Studies	SACE Credits	10 Credits
Career Chart	<a href="#">All Areas</a>	Length	1 Semester Only
Course Outline	<p>Students will study topics such as communication and conflict resolution in class, and then use their knowledge to plan activities for the younger students.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• develop leadership and mentoring</li> <li>• develop communication, group planning and group decision making skills</li> <li>• be involved in planning and designing activities for Year 7 students</li> <li>• reflect verbally and in writing on personal identity and group performance to identify strength and weaknesses</li> </ul> <p>Students will be placed in Year 7 Groves in Semester 1. All Peer Support students are expected to attend Year 7 Camp as this is a major component of success in this course.</p> <p>Students can only choose this course if they have completed Peer Support –PRE in 2023.</p>		
Topics Included	<p>Topics include:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• conflict resolution</li> <li>• mentorship</li> <li>• building relationships</li> <li>• building school culture</li> </ul>		
Assessment	<p>Assessment occurs over three types:</p> <ul style="list-style-type: none"> <li>• AT1: Practical Exploration 40%</li> <li>• AT2: Connections 40%</li> <li>• AT3: Personal Venture 20%</li> </ul>		
Additional Cost	Compulsory Year 7 camp (subsidies amount \$190.00 GST incl)		
Recommendation /Prerequisites	<p>This subject is <b>ONLY available</b> to students who have <b>successful completed PRE-peer</b> support in the previous year, or by special consideration by Miss Noack. Applying without PRE-peer support may require students to attend an interview. Please see Miss Noack for more information.</p> <p>Students can do unlimited Integrated Learning courses at Stage 1</p>		

## 2024 Golden Grove High School Year 11 Curriculum Handbook

Subject	Activating Identities and Futures (AIF)	Year Level	11
Learning Area	Cross-Disciplinary Studies	SACE Credits	10 Credits
Career Chart	<a href="#">All areas</a>	Length	1 semester
Course Outline	AIF has been designed to give students time to do an in-depth and detailed study in an area of interest. It will require students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.		
Topics Included	Students are free to choose any safe and ethical topic they feel is relevant to them for their personal research goals. All topics will be negotiated with their teacher.		
Assessment	<p>Assessment occurs over two types:</p> <ul style="list-style-type: none"> <li>• School assessed component 70% Portfolio and progress checks – 1500 word investigation the student's learning intentions, the strategies they used for research, the ways they sorted through and used feedback and the value of the topic they studied to themselves and others.</li> <li>• External assessed component 30% Appraisal – 1500 word, or 9-minute multimodal reflection</li> </ul>		
Additional Cost	Nil		
Recommendation /Prerequisites	<p>Students must obtain a C- grade or better in AIF to achieve SACE completion. <b>It is a compulsory 10 credits</b> that students at GGHS will complete over one semester at Year 11.</p> <p>Students who do not complete to a C- or better at Year 11 will need to repeat in Year 12.</p>		

[Return to contents](#)



# 2024 Golden Grove High School Year 11 Curriculum Handbook

## English

Subject Learning Area	English	Year Level	11
	English	SACE Credits	20 Credits
Career Chart	<a href="#">English</a>	Length	2 Semesters
Course Outline	<p>The Stage 1 English course asks students to critically and creatively respond to a variety of texts, including novels, film, media, poetry and drama. These texts allow students to interpret a range of human experiences, forms of communication and perspectives of the world. Texts could include: <i>Of Mice and Men</i>, <i>The Green Mile</i>, <i>Slam</i>, <i>The Hate U Give</i>, <i>Private Peaceful</i>, <i>Perks of Being a Wallflower</i>, <i>Animal Farm</i>, <i>Twelve Angry Men</i> etc.</p> <p>Students will also activate their own voices and reflect on their values when creating their own texts. The intertextual studies are an important component of the course, where students will explore relationships between texts and produce their own transformation of texts.</p>		
Topics Included	<p>Topics include:</p> <ul style="list-style-type: none"> <li>Text Analysis - novels, drama, film, poetry, news and media</li> <li>Text Production - exposition writing, narrative, recount</li> <li>2 Intertextual Studies - one Intertextual Study is a transformative text based on a text studied throughout the year. The second Intertextual Study is an independent connected text study.</li> </ul> <p>Note: Each Stage 1 English teacher chooses texts based on the cohort of students.</p>		
Assessment	<p>Assessment includes:</p> <ul style="list-style-type: none"> <li>Text Analysis 30%</li> <li>Text Production 30%</li> <li>2 Intertextual Studies 40%</li> </ul>		
Additional Cost Recommendation /Prerequisites	<p>Nil</p> <p>It is recommended that to continue into Stage 2 English students attain a C+ or better in Stage 1 General English. This subject leads to English, English Literary Studies and Essential English (subject to availability) at Stage 2. In Stage 1 there will be an emphasis in this course on developing the skills that will be required to study English at Stage 2 level.</p> <p><b>PLEASE NOTE: All students must complete 20 credits of English subjects at a 'C' level or better to obtain their Literacy for SACE.</b></p> <p>As English is a full year course, students are required to choose English on the same lines when selecting their subjects. This allows for continuity with their cohort and teacher.</p>		

## 2024 Golden Grove High School Year 11 Curriculum Handbook

Subject Learning Area  Career Chart Course Outline	English Literary Studies	Year Level	11
	English	SACE Credits	20 Credits
	<a href="#">English</a>	Length	2 Semesters
	<p>The Stage 1 English Literary Studies course asks students to critically and creatively respond to a variety of texts with literary merit. Stage 1 English Literary Studies focuses on texts with literary merit, historically significant texts as well as texts which represent culture and identity. There is an emphasis in this course on text analysis and critical perspectives. Texts could include: <i>Nineteen Eighty Four</i>, <i>Macbeth</i>, <i>Northanger Abbey</i>, <i>Chocolat</i>, <i>Divine Wind</i>, <i>Catcher in the Rye</i>.</p> <p>These texts will allow students to delve into a range of human experiences and perspectives of the world. Students will develop the skills and confidence to form their own interpretations of literature, and to pen their own creations. The intertextual studies are an important component of the course, where students will explore relationships between texts and produce their own transformation of texts.</p> <p>A key difference between the general course, and literary studies is the focus on literature and critical perspectives.</p>		
Topics Included	<p>Topics include:</p> <ul style="list-style-type: none"> <li>Text Analysis - novels, drama, film, poetry (including critical perspectives)</li> <li>Text Production - exposition writing, narrative, recount</li> <li>2 Intertextual Studies - one Intertextual Study is a transformative text based on a text studied throughout the year. The second Intertextual Study is an independent connected text study.</li> </ul> <p>Note: Each Stage 1 English teacher chooses texts based on the cohort of students.</p>		
Assessment	<p>Assessment includes:</p> <ul style="list-style-type: none"> <li>Text Analysis 30%</li> <li>Text Production 30%</li> <li>2 Intertextual Studies 40%</li> <li>Critical Reading Examination</li> </ul>		
Additional Cost	Nil		
Recommendation /Prerequisites	<p>It is recommended that to continue into Stage 2 English, a C or better is required in this subject. This subject leads to both English Literary Studies or English at Stage 2. However, there will be an emphasis in this course on developing the skills that will be required to study English Literary Studies.</p> <p><b>PLEASE NOTE: All students must complete 20 credits of English subjects at a 'C' level or better to obtain their Literacy for SACE.</b></p> <p>As English is a full year course, students are required to choose English on the same lines when selecting their subjects. This allows for continuity with their cohort and teacher.</p>		

## 2024 Golden Grove High School Year 11 Curriculum Handbook

Subject Learning Area	Essential English	Year Level	11
	English	SACE Credits	20 Credits
Career Chart	<a href="#">English</a>	Length	2 Semesters
Course Outline	<p>In Stage 1 Essential English there is an emphasis on literacy, communication, comprehension, analysis, and text creation. In this subject, students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.</p> <p>Stage 1 Essential English is designed for a range of students, including those who are seeking to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways. The course supports students who have come from the school's Essential English, Modified English and EALD pathways. A key difference is that no Intertextual Studies are undertaken in the Essential English course.</p>		
Topics Included	<p>Topics could include:</p> <ul style="list-style-type: none"> <li>Text Analysis: short stories, novels, informative texts, film, advertising, media and news production</li> <li>Text Production: exposition, advocacy, narrative, recount, functional writing, workplace writing</li> </ul>		
Assessment	<p>Assessments includes:</p> <ul style="list-style-type: none"> <li>Text Analysis 50%</li> <li>Text Production 50%</li> </ul>		
Additional Cost	Nil		
Recommendation /Prerequisites	<p>Stage 1 Essential English allows students to achieve the literacy requirements in SACE. Students who achieve a C- grade or better, in 20 credits of this subject meet the compulsory literacy requirement for SACE.</p> <p>This course may connect to Stage 2 Essential English courses if the student receives a B+ or better. However, some students <u>may</u> be granted access to Stage 2 Essential English or English if their skills are deemed suitable by their Stage 1 teacher and learning area leader.</p> <p><b>PLEASE NOTE: All students must complete 20 credits of English subjects at a 'C' level or better to obtain their SACE.</b></p> <p>As English is a full year course, students are required to choose English on the same lines when selecting their subjects. This allows for continuity with their cohort and teacher.</p>		

## 2024 Golden Grove High School Year 11 Curriculum Handbook

# Health and Physical Education

<b>Subject Learning Area</b>	<b>Health</b>	<b>Year Level</b>	11
	HPE	<b>SACE Credits</b>	10 Credits
<b>Career Chart</b>	<a href="#">Health</a>	<b>Length</b>	1 Semester only
<b>Course Outline</b>	In Stage 1 students explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing to themselves as individuals, their community and in global society. In group tasks, they explore ways of promoting positive health outcomes.		
<b>Topics Included</b>	Topics include: <ul style="list-style-type: none"> <li>• The impact of lifestyle on individual health and wellbeing, including sleep, diet and exercise.</li> <li>• The effects of Alcohol, Tobacco, and Other Drugs on Health</li> <li>• Sexual Health and Relationships</li> <li>• Mental Health, including the impacts of technology and social media</li> <li>• Careers and Vocational Studies in Health- Guest Speakers from various Health Careers</li> <li>• Health Promotion- through awareness raising</li> </ul>		
<b>Assessment</b>	Assessment occurs over three assessment types: <ul style="list-style-type: none"> <li>• Issues Response 30%</li> <li>• Group Activity- Health Promotion 30%</li> <li>• Investigation- Health Profession 40%</li> </ul>		
<b>Additional Cost</b>	Nil		
<b>Recommendation /Prerequisites</b>	Good record of participation in Year 10 HPE		

[Return to contents](#)

## 2024 Golden Grove High School Year 11 Curriculum Handbook

Subject Learning Area	Outdoor Education	Year Level	11
	HPE	SACE Credits	10/20 Credits
Career Chart	<a href="#">Outdoor Education</a> <a href="#">Physical Education</a>	Length	1 or 2 Semesters
Course Outline	Students may choose to study 1 or 2 semesters and should have an interest in outdoor recreation activities and experiencing the natural environment. Previous camping experience is beneficial but not required; there are no luxury cabins here, it will be INTENSE (in tents). The course aims to develop organisation, planning, resiliency, independence and a foster appreciation and awareness of natural environments.		
Topics Included	<p>Topics across the year consist of</p> <p>Semester 1:</p> <ul style="list-style-type: none"> <li>• Environmental Management Strategies</li> <li>• Sustainability</li> <li>• Surfing</li> <li>• Bushwalking</li> </ul> <p>Semester 2:</p> <ul style="list-style-type: none"> <li>• Environmental Management Strategies</li> <li>• Sustainability</li> <li>• Rock Climbing</li> <li>• Canoeing</li> </ul>		
Assessment	<p>OUTDOOR EDUCATION A (SEMESTER 1)</p> <ul style="list-style-type: none"> <li>• AT1: About Natural Environments                             <ul style="list-style-type: none"> <li>Costal Care Environmental Investigation 20%</li> <li>Cobbler Creek Environmental Investigation 20%</li> </ul> </li> <li>• AT2: Experiences in Natural Environments                             <ul style="list-style-type: none"> <li>Surfing Evaluation and Reflection 20%</li> <li>Bushwalking Evaluation and Reflection 40%</li> </ul> </li> </ul> <p>OUTDOOR EDUCATION B (SEMESTER 2)</p> <ul style="list-style-type: none"> <li>• AT1: About Natural Environments                             <ul style="list-style-type: none"> <li>Cliff Care Environmental Investigation 20%</li> <li>Murray Darling Basin Environmental Investigation 20%</li> </ul> </li> <li>• AT2: Experiences in Natural Environments                             <ul style="list-style-type: none"> <li>Rock Climbing Evaluation and Reflection 20%</li> <li>Canoeing Evaluation Reflection 40%</li> </ul> </li> </ul>		
Additional Cost Recommendation /Prerequisites	<p>\$250 per semester</p> <p>Students will need to be able to manage workloads of other subjects, part time work and sporting commitments as they can expect to be away from school/home between 5-6 days in order to attend <b><u>compulsory excursions and overnight camps</u></b>.</p> <p>Students will also need to demonstrate that they are responsible and capable enough to safely attend external activities during lead up classroom work.</p>		

[Return to contents](#)



## 2024 Golden Grove High School Year 11 Curriculum Handbook

Subject Learning Area	Physical Education	Year Level	11
	HPE	SACE Credits	10/20 Credits
Career Chart	<a href="#">Physical Education Outdoor Education</a>	Length	1 or 2 Semesters
Course Outline	Students study concepts relating to exercise physiology, skill acquisition and biomechanics and apply them to their own and others' participation in practical based lessons. Students also use a range of methods to collect and analyse data (including heart rate monitors, GPS units, taking of game statistics etc.) relating to their participation in sport or physical activity and utilise their knowledge of theoretical concepts to draw conclusions about specific activities and evaluate their own strengths and weaknesses.		
Topics Included	<p>PHYSICAL EDUCATION A TOPICS (Semester One)</p> <ul style="list-style-type: none"> <li>• Performance Improvement- Physiological Demands of a Team Sport</li> <li>• Physical Activity Investigation- Modified Games Analysis</li> </ul> <p>PHYSICAL EDUCATION B TOPICS (Semester Two)</p> <ul style="list-style-type: none"> <li>• Performance Improvement- Biomechanical Analysis of a Motor Skill</li> <li>• Physical Activity Investigation- Factors Affecting Inclusivity</li> </ul>		
Assessment	<p>Assessment includes:</p> <ul style="list-style-type: none"> <li>• AT1- Performance Improvement 50%</li> <li>• AT2- Physical Activity Investigation 50%</li> </ul>		
Additional Cost	Nil		
Recommendation /Prerequisites	<p>Students can choose to study either 1 or 2 semesters of Physical Education at Stage 1. Students are required to have successfully completed Year 9 and 10 PE to at least a B Grade standard with a positive approach to physical activity and the related theoretical concepts.</p> <p>Students <b>cannot</b> study PE and Sport Focus (IL) in the same semester.</p>		

[Return to contents](#)



## 2024 Golden Grove High School Year 11 Curriculum Handbook

<b>Subject</b>	<b>Physical Education - Special Focus Touch</b> (by invitation only)	<b>Year Level</b>	11
<b>Learning Area</b>	HPE	<b>SACE Credits</b>	10 Credits
<b>Career Chart</b>	<a href="#">Outdoor Ed</a> <a href="#">Physical Education</a> <a href="#">Health</a>	<b>Length</b>	1 Semester Only
<b>Course Outline</b>	<p>Students are required to have successfully participated in previous Touch Football Focus classes and displayed a positive approach to the practical program and the related theoretical concepts.</p> <p>Students will study concepts relating to exercise physiology and apply them to their own and others' participation in Touch Football practical-based lessons. Students also use a range of methods to collect and analyse data (including heart rate monitors, GPS units, taking of game statistics etc.) relating to their participation in sport or physical activity and utilise their knowledge of theoretical concepts to draw conclusions about specific activities and evaluate their own strengths and weaknesses.</p>		
<b>Topics Included</b>	<p>Topics include:</p> <ul style="list-style-type: none"> <li>• Engine Room Task – this task requires students to analyse their in-game performance based on relevant movement concepts and strategies using video footage.</li> <li>• Training Day – this task requires students to complete a coaching course and then plan and organise a training day for the Year 7 and 8 Special Focus Touch Football classes based on their learnings.</li> <li>• Performance Improvement Task – this task requires students to select one skill and one fitness factor that they aim to improve. They will collect evidence of their current level of proficiency, implement strategies to improve their performance and then evaluate their effectiveness in doing so.</li> </ul>		
<b>Assessment</b>	<p>Assessments include:</p> <ul style="list-style-type: none"> <li>• Assessment Type 1 – Practical Exploration (30%)</li> <li>• Assessment Type 2 – Connections (30%)</li> <li>• Assessment Type 3 – Personal Venture (40%)</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	<p>Nil</p> <p>Students are required to have successfully participated in previous Touch Football Focus classes and have displayed a positive approach to the practical program and the related theoretical concepts.</p>		

## 2024 Golden Grove High School Year 11 Curriculum Handbook

Subject	Sport Focus– Integrated Learning	Year Level	11
Learning Area	HPE	SACE Credits	10/20 Credits
Career Chart	<a href="#">Physical Education Outdoor Education</a>	Length	1 or 2 Semesters
Course Outline	<p>Students can choose to study either 1 semester (Sport Focus A or B) or 2 semesters (Sport Focus A &amp; B) at Stage 1. Sports Focus A &amp; B are different courses comprised of the same assessment types which enables students to develop the necessary skills and knowledge in different contexts. This provides students a solid base and prepares them effectively to undertake Sports Focus at Stage 2. Through the lens of the program focus of sport, students develop their learning about a real-world situation, task, event, or other learning opportunity, while also growing their knowledge about themselves as learners, and their capabilities. In Integrated Learning, students develop, extend, and apply critical thinking skills through inquiry about aspects of the program focus that are of interest to them.</p> <p>Students extend their self-awareness, personal identity, and values through collaborative processes that build from peer and self-assessment. Underpinning the design of Integrated Learning is an emphasis on students making links between their learning and their capabilities. In this way, the capabilities are central to Integrated Learning and are reflected in the assessment requirements and performance standards. Students will complete three tasks across three separate activity areas outlined below:</p>		
Topics Included	<p>Topics:</p> <ul style="list-style-type: none"> <li>• PRACTICAL EXPLORATION: Students will participate in one practical (sporting) activity and evaluate and critically analyse skills and their own learning.</li> <li>• CONNECTIONS: Students will be required to work collaboratively with their peers to plan, organise, implement and evaluate a sporting event which they run within school or the local community.</li> <li>• PERSONAL VENTURE: Each student will be required to compile an individual negotiated task that is linked to the area of sport and physical activity.</li> </ul>		
Assessment	<p>School Based Assessment:</p> <ul style="list-style-type: none"> <li>• AT1- Practical Exploration 40%</li> <li>• AT2- Connections 30%</li> <li>• AT3- Personal Venture 30%</li> </ul>		
Additional Cost Recommendation /Prerequisites	<p>Nil</p> <p>This course is only recommended for students who have a keen interest in sport and physical activity.</p> <p>Students <b>cannot</b> study PE and Sport Focus (IL) in the same semester.</p> <p>Students can do unlimited Integrated Learning courses at Stage 1</p>		

## 2024 Golden Grove High School Year 11 Curriculum Handbook

### Humanities and Social Sciences

Subject	Accounting	Year Level	11
	HaSS		10 Credits
Learning Area		SACE Credits	
Career Chart	<a href="#">Economics</a> <a href="#">Business Studies</a>	Length	1 Semester Only
Course Outline	Students develop their understanding of accounting, including selected concepts and conventions that underpin and inform the practice of accounting. They apply this understanding to create and interpret accounting information. Students explore and analyse the ways in which qualitative and quantitative information can be used in the decision-making process and they explore the different reporting needs of a range of stakeholders.		
Topics Included	Students explore the changing forms of accounting information and examine the use of digital and emerging technologies. They develop critical thinking and problem-solving skills to devise accounting solutions in a range of familiar and unfamiliar contexts. Students apply communication skills to collect and analyse financial and non-financial information for a range of stakeholders.		
	Students will study two of the focus areas: <ul style="list-style-type: none"><li>• Understanding accounting</li><li>• Understanding financial sustainability</li><li>• Perspectives in accounting</li></ul>		
Assessment	Assessment includes: <ul style="list-style-type: none"><li>• Accounting Skills</li><li>• Accounting Inquiry</li></ul>		
Additional Cost Recommendation /Prerequisites	Nil		
	Nil		

[Return to contents](#)

## 2024 Golden Grove High School Year 11 Curriculum Handbook

<b>Subject Learning Area</b>	<b>Legal Studies</b>	<b>Year Level</b>	11
	HaSS	<b>SACE Credits</b>	10/20 Credits
<b>Career Chart</b>	<a href="#">Social Studies</a>	<b>Length</b>	1 or 2 Semesters
<b>Course Outline</b>	<p>This course aims to assist students to:</p> <ul style="list-style-type: none"> <li>• understand the Australian Legal System and how it reflects Australia's legal beginnings;</li> <li>• investigate the criminal justice system and make judgements on its effectiveness;</li> <li>• become critically aware and informed regarding legal issues.</li> </ul> <p>This includes trial and court room procedures. Students have the opportunity to participate in a mock parliamentary debate at Parliament House and be exposed to a variety of legal cases to use as case studies. They will also have a chance to attend excursions to the SA Courts, Parliament House and the Old Adelaide Gaol, dependent on student interest and choices.</p>		
<b>Topics Included</b>	<p>Throughout the course, students will study a variety of topics such as:</p> <ul style="list-style-type: none"> <li>• Australia's Legal System</li> <li>• Understanding the Rule of Law; Legal Processes in Action</li> <li>• Criminal Law</li> <li>• Young People and the Law</li> <li>• The Motorist and the Law</li> <li>• Relationships and the Law</li> <li>• Civil Law</li> </ul>		
<b>Assessment</b>	<p>Assessment includes:</p> <ul style="list-style-type: none"> <li>• Analytical Response</li> <li>• Inquiry</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	Nil		
	The semester 1 and 2 courses are different for students who wish to choose 20 credits worth across Year 11.		

[Return to contents](#)

## 2024 Golden Grove High School Year 11 Curriculum Handbook

Subject Learning Area	Modern History	Year Level	11
	HaSS	SACE Credits	10/20 Credits
Career Chart	<a href="#">History</a>	Length	1 or 2 Semesters
Course Outline	Students explore changes in the world since 1750, examining developments and movements, the ideas that inspired them, and their short and long-term consequences on societies, systems and individuals.		
Topics Included	Students will study two of the following topics each semester, dependent on student interest and choice: <ul style="list-style-type: none"><li>• Imperialism</li><li>• Decolonisation</li><li>• Indigenous Peoples</li><li>• Social Movements</li><li>• Revolution</li><li>• or an elective topic</li></ul>		
Assessment	Assessment includes: <ul style="list-style-type: none"><li>• Historical Skills</li><li>• Historical Study</li></ul>		
Additional Cost	Nil		
Recommendation /Prerequisites	The semester 1 and 2 courses are different for students who wish to choose 20 credits worth across Year 11.		

[Return to contents](#)



## 2024 Golden Grove High School Year 11 Curriculum Handbook

Subject Learning Area	Student Leadership	Year Level	11
	HaSS	SACE Credits	10/20 Credits
Career Chart	Business, Leadership, Communications, Innovation, Social Science	Length	1 or 2 Semesters
Course Outline	<p>Students will be immersed in an intensive leadership training program where they will build connections with their peers and address the needs of their school by:</p> <ul style="list-style-type: none"> <li>Developing their personal behaviours as leaders</li> <li>Understanding the needs of all the stakeholders of the school community</li> <li>Plan, present and implement leadership strategy to the school leadership team.</li> </ul> <p>Working closely with their peers in portfolios aligned to the strategic directions of the school, students will be supported to develop skills through practicum experiences and continual self-development.</p>		
Topics Included	<ul style="list-style-type: none"> <li>Social Innovation</li> <li>7 Habits of Highly Effective People (Stephen Covey Theorem)</li> <li>Whole School Improvement</li> <li>Finding and Solving Problems</li> <li>Strategic Planning and Decision Making</li> <li>Transformative Business Model Development</li> <li>Application of Communication and Collaboration into business contexts</li> </ul>		
Assessment	<p>Assessment occurs over three types:</p> <p>AT1: Business Skills 40%</p> <p>AT2: Business Model 30%</p> <p>AT3: Business Plan &amp; Pitch 30%</p>		
Additional Cost	<p>Attendance of Student Leadership Induction Camp is compulsory on November 21<sup>st</sup> and 22<sup>nd</sup> 2023. This is required to participate in the course commencing in 2024. This cost will vary; however cost will not exceed \$190.00 GST incl).</p>		
Recommendation /Prerequisites	<p>This subject is ONLY available to student <b>who have attended an interview and received a letter of acceptance into the course by Mrs Christina Henriksson</b>. Some considerations are made for late entry into the course.</p> <p>Students are asked to complete an online application form through the following link: <a href="#"><b>Application Form</b></a></p>		



## 2024 Golden Grove High School Year 11 Curriculum Handbook

<b>Subject Learning Area</b>	<b>Tourism</b>	<b>Year Level</b>	11
	HaSS	<b>SACE Credits</b>	10 Credits
<b>Career Chart</b>	<a href="#">Social Studies</a>	<b>Length</b>	1 Semester only
<b>Course Outline</b>	<p>This subject aims to develop an awareness of the nature of the tourism industry and its related contemporary trends and issues, including the industry's response to COVID-19.</p> <p>This course is designed for students who are interested in experiencing and studying what South Australia and the world has to offer to those who wish to explore and immerse themselves within it.</p> <p>As part of this course, students will be given the opportunity to visit and explore a local tourist destination based on a class consensus of interest.</p>		
<b>Topics Included</b>	<p>Possible topics include:</p> <ul style="list-style-type: none"> <li>• Investigating the History of Tourism</li> <li>• Exploring Tourism in the Local Area</li> <li>• Examining Local Impacts of Tourism</li> <li>• Preparing for International Travel (in a post-COVID world)</li> <li>• Understanding the Role of Government and Organisations</li> <li>• Examining Tourism and Technological Change</li> <li>• Appreciating Tourism in Australia</li> <li>• Investigating Tourism Markets</li> <li>• Understanding Tourism and Natural Environments</li> <li>• Tourism Industry Skills</li> </ul>		
<b>Assessment</b>	<p>Assessment includes:</p> <ul style="list-style-type: none"> <li>• Case Study</li> <li>• Sources Analysis</li> <li>• Practical Activity</li> <li>• Investigation</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	<p>\$15 for compulsory field trip</p> <p>This course will require participation in an excursion. Destinations could include Glenelg, Hahndorf, Clare Valley, Central Markets or Adelaide Oval, dependent on student interest and choice.</p>		

## 2024 Golden Grove High School Year 11 Curriculum Handbook

<b>Subject</b>	<b>Women's Studies</b>	<b>Year Level</b>	11
	HaSS	<b>SACE Credits</b>	10 Credits
<b>Learning Area</b>		<b>Length</b>	1 Semester only
<b>Career Chart</b>	<a href="#">Social Sciences</a>		
<b>Course Outline</b>	<p>In Women's Studies, students look at the world from the perspectives of women and other marginalised communities. The course focuses on understanding gender and its impact – what it is, how it is constructed and how it effects people's experiences across a range of contexts, times and cultures.</p> <p>This course gives students the opportunity to explore issues including human rights, social justice and humanity. Individuals will develop skills to critically analyse a range of sources and to empathise and understand the different experiences of women and other marginalised communities. Students are inspired to question various social issues and build confidence in promoting fairness and equality.</p>		
<b>Topics Included</b>	<p>Students will study a range of topics, including the way women are portrayed in film, fairy tales, cultural practices, and gender advertisements and develop knowledge of the various waves of feminism. There are also significant opportunities for students to choose their own area of interest in relation to gender issues.</p> <p>There is flexibility in the topics taught and students will have the opportunity to co-construct their curriculum in consultation with the teacher.</p>		
<b>Assessment</b>	<p>Assessment includes</p> <ul style="list-style-type: none"> <li>• Text analysis (film review and comparative essay)</li> <li>• Group presentation</li> <li>• Issues Analysis</li> </ul>		
<b>Additional Cost</b>	Nil		
<b>Recommendation /Prerequisites</b>	Nil		

[Return to contents](#)

# 2024 Golden Grove High School Year 11 Curriculum Handbook

## Languages/EALD

Subject Learning Area	Beginners German	Year Level	11
	Languages	SACE Credits	20
Career Chart	<a href="#">Languages</a>	Length	2 semesters
Course Outline	<p>German at beginners' level is designed as course of study for students who wish to begin their study of German at senior secondary level. Students will have studied German at beginners' level for 200 to 240 hours by the time they have completed Stage 2. Therefore, students develop their language skills and intercultural understanding at an intensive rate.</p> <p>At beginners' level, students develop and apply linguistic and intercultural knowledge, understanding, and skills by:</p> <ul style="list-style-type: none"> <li>• interacting with others in German in interpersonal situations</li> <li>• creating texts in [Language] for specific audiences, purposes, and contexts</li> <li>• analysing texts that are in German to interpret meaning.</li> <li>• comparing languages and how they work as a system.</li> <li>• reflecting on the ways in which culture is created, expressed, and communicated through language.</li> </ul>		
Topics Included	<p>There are three interconnected prescribed themes:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Lifestyles</li> <li>• Experiences.</li> </ul> <p>Students read, listen to, and view a range of spoken, written, and multimodal texts that are generally current, useful, relevant to their interests and aspirations, and have the potential for a range of associated activities.</p>		
Assessment	<p><i>School Assessment (70%)</i></p> <ul style="list-style-type: none"> <li>• Assessment Type 1: Interaction (30%)</li> <li>• Assessment Type 2: Text Production (20%)</li> <li>• Assessment Type 3: Text Analysis (20%)</li> </ul> <p><i>External Assessment (30%)</i></p> <ul style="list-style-type: none"> <li>• Assessment Type 4: Examination (30%).</li> </ul>		
Additional Cost Recommendation /Prerequisites	<p>Textbook. To be decided</p> <p>The eligibility criteria for languages at beginners' level are:</p> <ul style="list-style-type: none"> <li>• the student has not studied the language beyond the equivalent of Year 8 and has not studied the language in the previous 2 calendar years.</li> <li>• the student has little or no in-country experience; that is, the student has not visited or lived in a country where the language is spoken for longer than 3 months.</li> <li>• the student has little or no family or community linguistic experience; that is, the student does not use (speak or is spoken to) the language with: <ul style="list-style-type: none"> <li>- immediate family</li> <li>- extended family more than monthly</li> <li>- community and friends more than monthly.</li> </ul> </li> <li>• Students will be required to fill in an application form outlining previous study.</li> <li>• <u>Form 7</u> requires applicants to list all knowledge and experience of the proposed language of study (or dialect) to enable the principal or the principal's delegate to determine eligibility for enrolment.</li> </ul>		

[Return to contents](#)

## 2024 Golden Grove High School Year 11 Curriculum Handbook

<b>Subject Learning Area</b>	<b>Japanese Continuers</b>	<b>Year Level</b>	11
	Languages / EALD	<b>SACE Credits</b>	20 Credits
<b>Career Chart</b>	<a href="#">Languages</a>	<b>Length</b>	2 Semesters
<b>Course Outline</b>	Stage 1 Japanese Continuers is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity.		
<b>Topics Included</b>	<p>The prescribed themes are consistent across all languages at continuers' level but may vary from one language to another.</p> <p>There are three prescribed themes:</p> <ul style="list-style-type: none"> <li>• The Individual</li> <li>• The Japanese Speaking Communities</li> <li>• The Changing World</li> </ul> <p>Topics may include:</p> <ul style="list-style-type: none"> <li>• Personal identity</li> <li>• Future plans</li> <li>• Leisure</li> <li>• Education</li> <li>• Life in Japan</li> <li>• Working life</li> </ul> <p>Students studying Japanese have the opportunity to participate in a biannual immersion trip to Japan including attending a Japanese school. This is an exciting opportunity for students to deepen their understanding of Japanese culture and society as they improve their fluency and confidence in speaking, reading and writing Japanese.</p>		
<b>Assessment</b>	<p>Assessment includes:</p> <ul style="list-style-type: none"> <li>• Interaction</li> <li>• Text production</li> <li>• Text analysis</li> <li>• Investigation</li> </ul>		
<b>Additional Cost</b>	Online resource Education Perfect \$30		
<b>Recommendation /Prerequisites</b>	<p>This course has a prerequisite completion of Year 10 Japanese at a C+ or higher. This subject must be studied as a full year course.</p>		

[Return to contents](#)

## 2024 Golden Grove High School Year 11 Curriculum Handbook

<b>Subject Learning Area</b>	<b>Spanish Continuers</b>	<b>Year Level</b>	11
	Languages / EALD	<b>SACE Credits</b>	20 Credits
<b>Career Chart</b>	<a href="#">Languages</a>	<b>Length</b>	2 Semesters
<b>Course Outline</b>	Stage 1 Spanish Continuers is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity.		
<b>Topics Included</b>	<p>The prescribed themes are consistent across all languages at continuers' level but may vary from one language to another.</p> <p>There are three prescribed themes:</p> <ul style="list-style-type: none"> <li>• The Individual</li> <li>• The Spanish Speaking Communities</li> <li>• The Changing World.</li> </ul> <p>Topics may include:</p> <ul style="list-style-type: none"> <li>• Personal identity</li> <li>• World of work</li> <li>• Giving opinions</li> <li>• Contemporary social issues</li> <li>• Culturally significant people, places and events</li> </ul>		
<b>Assessment</b>	<p>Assessment includes:</p> <ul style="list-style-type: none"> <li>• Interaction</li> <li>• Text production</li> <li>• Text analysis</li> <li>• Investigation</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	Online resource Education Perfect \$30		
	<p>This course has a prerequisite completion of Year 10 Spanish at a C+ or higher. This subject must be studied as a full year course.</p> <p>For students identified as achieving at the correct level, an option to accelerate to Stage 2 Spanish continuers may be offered.</p>		

[Return to contents](#)



## 2024 Golden Grove High School Year 11 Curriculum Handbook

<b>Subject</b>	<b>English as an Additional Language or Dialect</b>	<b>Year Level</b>	11
<b>Learning Area</b>	Languages / EALD	<b>SACE Credits</b>	20 Credits
<b>Career Chart</b>	<a href="#">Languages</a>	<b>Length</b>	2 Semesters
<b>Course Outline</b>	In English as an Additional Language or Dialect, literacy skills are developed in conjunction with language learning through comprehending, creating written, spoken, visual, and multimodal texts; using and modifying language for different purposes in a range of social and cultural contexts. Students apply, extend, and refine their repertoire of literacy skills and practices by studying the use and impact of English in texts and contexts. This subject develops an awareness of the sociocultural and sociolinguistic aspects of language, including the language of business and enterprise, international affairs, and global communications.		
<b>Topics Included</b>	Topics may include: <ul style="list-style-type: none"> <li>• Personal identity</li> <li>• World of work</li> <li>• Giving opinions</li> <li>• Contemporary social issues</li> <li>• Culturally significant people, places and events</li> </ul>		
<b>Assessment</b>	Assessment includes: <ul style="list-style-type: none"> <li>• Responding to texts</li> <li>• Interactive study</li> <li>• Language study</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	Online resource Education Perfect \$30 English as an Additional Language or Dialect is designed for students for whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other languages or dialects. Students who study this subject come from diverse personal, educational, and cultural backgrounds.		

[Return to contents](#)



# 2024 Golden Grove High School Year 11 Curriculum Handbook

## Mathematics

Subject Learning Area	Numeracy	Year Level	11
	Mathematics	SACE Credits	10/20 Credits
Career Chart	<a href="#">Mathematics</a>	Length	1 or 2 Semesters
Course Outline	<p>In this course, students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace settings through the topics covered. Students apply their Mathematics to diverse settings, including everyday calculations, financial management, statistics, geometry and measurement in social contexts. This course allows successful students to achieve the compulsory numeracy requirement of the SACE.</p> <p><b>This course does not lead to any further study in Mathematics.</b></p>		
Topics Included	<p>Semester 1 Topics:</p> <ul style="list-style-type: none"> <li>• Calculations, Time and Ratio</li> <li>• Measurement</li> <li>• Earning and Spending</li> </ul> <p>Semester 2 Topics:</p> <ul style="list-style-type: none"> <li>• Geometry</li> <li>• Data in Context</li> <li>• Investing</li> </ul>		
Assessment	<p>Assessment includes:</p> <ul style="list-style-type: none"> <li>• Skills and Applications Tasks</li> <li>• Mathematical Investigations</li> </ul>		
Additional Cost	Students require a scientific calculator (the Casio fx 82 AU PLUS is recommended \$22.00 GST incl).		
Recommendation /Prerequisites	<p>Students can choose to study either 1 or 2 semesters of Numeracy at Stage 1. Students selecting a single semester must select Numeracy in Semester 1.</p> <p><b>PLEASE NOTE: All students must complete 10 credits of Mathematics subjects at a 'C' level or better to obtain their SACE.</b></p>		

## 2024 Golden Grove High School Year 11 Curriculum Handbook

Subject Learning Area	General Mathematics	Year Level	11
	Mathematics	SACE Credits	20 Credits
Career Chart	<a href="#">Mathematics</a>	Length	2 Semesters
Course Outline	General Mathematics extends students' mathematical skills in ways that apply to practical solving and mathematical modeling in a diverse range of applications of Mathematics. These include personal financial management, measurement and trigonometry, the statistical investigation process, modeling using linear and non-linear functions, and discrete modeling using networks and matrices.		
Topics Included	Topics include: <ul style="list-style-type: none"> <li>• Investing and Borrowing</li> <li>• Measurement</li> <li>• Statistical Investigation</li> <li>• Matrices and Networks</li> <li>• Applications of Trigonometry</li> <li>• Linear and Exponential Functions and their Graphs</li> </ul>		
Assessment	ASSESSMENT (per semester) <ul style="list-style-type: none"> <li>• Skills and Applications Tasks</li> <li>• Mathematical Investigations</li> </ul>		
Additional Cost	Students must purchase a graphics calculator. The school recommends the Casio fx CG 50 AU (\$204.00 GST incl)		
Recommendation /Prerequisites	Students in Year 10 Pre- General Maths, obtaining a "B" grade or better, are eligible to study this subject. Students intending to study General Mathematics or Essential Mathematics at Stage 2 must study this subject at Stage 1.  <b>PLEASE NOTE: All students must complete 10 credits of Mathematics subjects at a 'C' level or better to obtain their SACE.</b>  <b>As Mathematics is written as a full year course, students are required to choose it on the same lines when selecting their subjects.</b>		

## 2024 Golden Grove High School Year 11 Curriculum Handbook

<b>Subject</b>	<b>Mathematical Methods A, B &amp; C</b>	<b>Year Level</b>	11
<b>Learning Area</b>	Mathematics	<b>SACE Credits</b>	30 Credits
<b>Career Chart</b>	<a href="#">Mathematics</a>	<b>Length</b>	3 Semesters (across 1 year)
<b>Course Outline</b>	Mathematical Methods is organised into topics that broaden students' mathematical experience and provide a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking and there is a progression of content, applications and level of sophistication and abstraction.		
<b>Topics Included</b>	<p>Topics include:</p> <ul style="list-style-type: none"> <li>• Functions and Graphs</li> <li>• Trigonometry</li> <li>• Counting and Probability</li> <li>• Statistics</li> <li>• Growth and Decay</li> <li>• Introduction to Differential Calculus</li> <li>• Polynomials</li> </ul>		
<b>Assessment</b>	<p>Assessment (per semester) includes:</p> <ul style="list-style-type: none"> <li>• Skills and Applications Tasks</li> <li>• Mathematical Investigations</li> </ul>		
<b>Additional Cost</b>	Students must purchase a graphics calculator. The school recommends the Casio fx CG 50 AU (\$204.00 GST incl).		
<b>Recommendation /Prerequisites</b>	<p>Students in Year 10 Pre- Maths Methods, obtaining a "B" grade or better, are eligible to study this subject.</p> <p>Students intending to study Mathematical Methods at Stage 2 must study this subject at Stage 1.</p> <p><b>PLEASE NOTE: All students must complete 10 credits of Mathematics subjects at a 'C' level or better to obtain their SACE.</b></p>		

## 2024 Golden Grove High School Year 11 Curriculum Handbook

<b>Subject</b>	<b>Specialist Mathematics</b>	<b>Year Level</b>	11
	Mathematics	<b>SACE Credits</b>	10 Credits
<b>Learning Area</b>		<b>Length</b>	1 Semester
<b>Career Chart</b>	<a href="#">Mathematics</a>		
<b>Course Outline</b>	<p>Specialist Mathematics broadens students' mathematical experience and increases their mathematical flexibility and versatility by developing mathematical arguments, proof and problem solving in a variety of contexts.</p> <p>Topics studied provide a blending of algebraic and geometric thinking with a progression of content, applications, level of sophistication and abstraction.</p>		
<b>Topics Included</b>	<p>Topics include:</p> <ul style="list-style-type: none"> <li>• Vectors in the Plane</li> <li>• Further Trigonometry</li> <li>• Real and Complex Numbers</li> </ul>		
<b>Assessment</b>	<p>Assessment includes:</p> <ul style="list-style-type: none"> <li>• Skills and Applications Tasks</li> <li>• Mathematical Investigations</li> </ul>		
<b>Additional Cost</b>	<p>Students must purchase a graphics calculator. The school recommends the Casio fx CG 50 AU (\$204.00 GST incl).</p>		
<b>Recommendation /Prerequisites</b>	<p>Students in Year 10 Pre- Maths Methods, obtaining a "B" grade or better, are eligible to study this subject.</p> <p>Students intending to study Specialist Mathematics at Stage 2 must study one semester of this subject at Stage 1.</p> <p><b>PLEASE NOTE: All students must complete 10 credits of Mathematics subjects at a 'C' level or better to obtain their SACE.</b></p>		

# 2024 Golden Grove High School Year 11 Curriculum Handbook

## Science

<b>Subject</b>	<b>Biology</b>	<b>Year Level</b>	11
	Science		
<b>Learning Area</b>		<b>SACE Credits</b>	10/20 Credits
<b>Career Chart</b>	<a href="#">Biology</a>	<b>Length</b>	1 or 2 Semesters
<b>Course Outline</b>	The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.		
<b>Topics Included</b>	Students will study two topics per semester: <ul style="list-style-type: none"> <li>• Topic 1: Cells and microorganisms</li> <li>• Topic 2: Infectious disease</li> <li>• Topic 3: Multicellular organisms</li> <li>• Topic 4: Biodiversity and ecosystem dynamics</li> </ul>		
<b>Assessment</b>	Students will demonstrate evidence of their learning through <ul style="list-style-type: none"> <li>• Skills and Application Tasks</li> <li>• Tests and exams</li> <li>• Investigations Folio</li> <li>• Practical work and Science as a Human Endeavour Investigations</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	A SASTA Workbook will need to be purchased at a cost of \$55.		
	Students selecting this subject must achieve a C standard in Semester 2 Year 10 Science and have an interest in the living environment and physiology is expected.  Both semesters in Biology are self-contained, independent units, which may be combined to form a full year course or taken separately as a single unit study.		

## 2024 Golden Grove High School Year 11 Curriculum Handbook

<b>Subject Learning Area</b>	<b>Chemistry</b>	<b>Year Level</b>	11
	Science	<b>SACE Credits</b>	20 Credits
<b>Career Chart</b>	<a href="#">Chemistry</a>	<b>Length</b>	2 Semesters
<b>Course Outline</b>	Students will participate in a range of activities including practical tasks to deepen their understanding of the make-up, behaviour and reactions of substances. In chemistry students learn about real-world applications such as pharmaceuticals, global warming, cooking and materials behind technological advances. Students develop their understanding of how the world is chemically constructed, and the interaction between people and the planets resources.		
<b>Topics Included</b>	<p>SEMESTER 1 may include:</p> <ul style="list-style-type: none"> <li>• Materials and Their Atoms</li> <li>• Combining Atoms</li> <li>• Molecules</li> </ul> <p>SEMESTER 2 may include:</p> <ul style="list-style-type: none"> <li>• Mixtures and Solutions</li> <li>• Acids and Bases</li> <li>• Redox Reactions</li> </ul>		
<b>Assessment</b>	<p>Students will demonstrate evidence of their learning through:</p> <ul style="list-style-type: none"> <li>• Investigations Folio (practical &amp; assignments)</li> <li>• Skills and Applications Tasks (tests and exams)</li> </ul>		
<b>Additional Cost</b>	A SASTA Workbook will need to be purchased at a cost of \$55.00.		
<b>Recommendation /Prerequisites</b>	A 'B' grade or better in Year 10 Science is highly recommended. (20 credits <u>must</u> be completed in Stage 1 to study Stage 2 Chemistry)		

[Return to contents](#)



## 2024 Golden Grove High School Year 11 Curriculum Handbook

Subject	Nutrition	Year Level	11
	Science	SACE Credits	10 or 20 Credits
Career Chart	<a href="#">Health</a>	Length	1 or 2 Semesters
Course Outline	<p>Nutrition is a science which immerses students in fundamentals of human nutrition, psychology and health. Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues.</p> <p>Students investigate methods of food production and distribution that affect the quantity and quality of food and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.</p>		
Topics Included	<p>Topic 1: Principals of nutrition, psychology and health</p> <p>Topic 2: Health promotion and emerging trends</p> <p>Topic 3: Sustainable food systems</p>		
Assessment	<p>Students will complete</p> <ul style="list-style-type: none"> <li>Investigations Folio including one <i>SHE</i> and one <i>Design and Deconstruct</i></li> <li>Skills and Application Tasks including tests and a case study</li> <li>Examination</li> </ul>		
Additional Cost	Students are advised that there are additional costs involved of \$60.00 per semester which relates to practical activities.		
Recommendation /Prerequisites	Students who have completed Year 10 Science to a C or better would look at competing Stage 1 nutrition. It is then recommended that students complete at least one semester of Stage 1 Nutrition to a C or better to move into Stage 2		

## 2024 Golden Grove High School Year 11 Curriculum Handbook

<b>Subject</b>	<b>Physics</b>	<b>Year Level</b>	11
	<b>Learning Area</b>	<b>SACE Credits</b>	20 Credits
<b>Career Chart</b>	<a href="#">Physics</a>	<b>Length</b>	2 Semesters
<b>Course Outline</b>	In Physics, students learn about the phenomena and technology that are in their life. How does a mobile phone send its signal? What do you need to know to launch a rocket into space? How can you make cars safer? What are black holes? How do planes fly?		
<b>Topics Included</b>	<p>Semester 1 has a focus on Motion and Communications.</p> <p>Topics covered may include:</p> <ul style="list-style-type: none"> <li>• Motion</li> <li>• Force</li> <li>• Communications</li> </ul> <p>Semester 2 has a focus on Gravitation, Energy and Medical Physics .</p> <p>Topics covered may include:</p> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Momentum</li> <li>• Projectile Motion</li> </ul>		
<b>Assessment</b>	<p>Students will demonstrate evidence of the learning through</p> <ul style="list-style-type: none"> <li>• Skills and Application Tasks</li> <li>• Tests and exams</li> <li>• An Investigations Folio</li> </ul> <p>Practical work and science as a human endeavour investigations</p>		
<b>Additional Cost Recommendation /Prerequisites</b>	<p>A SASTA Workbook will need to be purchased at a cost of \$59.</p> <p>A 'B' grade or better in Year 10 Science is highly recommended.</p> <p>Semester 1 should be completed successfully before starting semester 2.</p> <p>Both semesters must be completed successfully for entry into Stage 2 Physics. (20 credits <u>must</u> be completed in Stage 1 to study Stage 2 Physics)</p>		

[Return to contents](#)

## 2024 Golden Grove High School Year 11 Curriculum Handbook

<b>Subject Learning Area</b>	<b>Psychology</b>	<b>Year Level</b>	11
	Science	<b>SACE Credits</b>	10/20 Credits
<b>Career Chart</b>	<a href="#">Psychology</a>	<b>Length</b>	1 or 2 semesters
<b>Course Outline</b>	The most common reasons for studying Psychology are a personal curiosity about human behaviour and a desire to gain knowledge that can translate into personal growth.		
<b>Topics Included</b>	<p>Semester 1 topics:</p> <ul style="list-style-type: none"> <li>• Psychological wellbeing</li> <li>• Neuropsychology</li> <li>• Cognitive psychology</li> </ul> <p>Semester 2 topics:</p> <ul style="list-style-type: none"> <li>• Emotion</li> <li>• Forensic psychology</li> <li>• Lifespan psychology</li> </ul>		
<b>Assessment</b>	<p>Students will demonstrate evidence of their learning through:</p> <ul style="list-style-type: none"> <li>• Skills and Applications Tasks</li> <li>• Tests and exams</li> <li>• Investigations Folio</li> <li>• Psychological investigation and science as a human endeavour investigation</li> <li>• Examination</li> </ul>		
<b>Additional Cost</b>	\$30 for Education Perfect online learning tool (compulsory)		
<b>Recommendation /Prerequisites</b>	It is expected that students have gained a satisfactory pass in Semester 2 Science at Year 10. The 2-unit course should be considered by students intending to study Stage 2 Psychology.		

## Technologies – Design & Technology, Digital Technologies

Subject	Design Technology - Furniture Design & Manufacture	Year Level	11
Learning Area	Technologies	SACE Credits	10 or 20 Credits
Career Chart	<a href="#">Building and Construction</a>	Length	1 or 2 semesters
Course Outline	This subject builds and develops skills that enables students to apply critical problem solving skills, design thinking as well as using knowledge and understanding of furniture design and manufacturing.		
Topics Included	Skill development in: <ul style="list-style-type: none"><li>• using machines</li><li>• portable power tools</li><li>• and hand tools to create products</li></ul> Design and planning: <ul style="list-style-type: none"><li>• production of a piece of furniture</li></ul> Documentation: <ul style="list-style-type: none"><li>• production processes</li></ul> Evaluating skill development and design thinking		
Assessment	Assessment includes: <ul style="list-style-type: none"><li>• Specialised Skills Tasks Framing construction Carcass construction50%</li><li>• Design Process and Product Guided design process with production of own design30%</li><li>• Evaluation Guided evaluation of the design and manufacture process20%</li></ul>		
Additional Cost	Additional costs may be required.		
Recommendation /Prerequisites	Successful completion of Year 10 Furniture Design and Manufacture is strongly recommended. An interest in designing, planning and making is also strongly recommended. Students must be aware that this course is a mixture of practical-based assessments in the workshop and theory-based work exploring design processes. Prior experience in CAD would be an advantage.		

## 2024 Golden Grove High School Year 11 Curriculum Handbook

Subject	Design Technology - Metal Design & Manufacture	Year Level	11														
Learning Area	Technologies	SACE Credits	10 or 20 Credits														
Career Chart	<a href="#">Metal Work &amp; Engineering</a>	Length	1 or 2 semesters														
Course Outline	This subject builds and develops skills that enable students to apply critical problem solving, design thinking as well as using knowledge and understanding of Metal Design and Manufacture.																
Topics Included	<p>Skills development in:</p> <ul style="list-style-type: none"><li>welding using MIG and oxy acetylene</li><li>machining using metal lathes and milling machines</li><li>statistic machines, portable power tools and hand tools to create products</li></ul> <p>Design and planning in:</p> <ul style="list-style-type: none"><li>designing products</li><li>planning the production of a designed metal product</li></ul> <p>Evaluating</p> <ul style="list-style-type: none"><li>processes</li><li>production</li><li>skills</li><li>knowledge and understanding</li><li>design thinking</li><li></li></ul>																
Assessment	<p>Assessment includes:</p> <table><tr><td>Specialised Skills Task</td><td>50%</td></tr><tr><td>Types of welding</td><td></td></tr><tr><td>Metal machining</td><td></td></tr><tr><td>Design Process and Product</td><td>30%</td></tr><tr><td>Guided design process with production of own design</td><td></td></tr><tr><td>Evaluation</td><td>20%</td></tr><tr><td>Guided evaluation of the design and manufacture process</td><td></td></tr></table>			Specialised Skills Task	50%	Types of welding		Metal machining		Design Process and Product	30%	Guided design process with production of own design		Evaluation	20%	Guided evaluation of the design and manufacture process	
Specialised Skills Task	50%																
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Guided design process with production of own design																	
Evaluation	20%																
Guided evaluation of the design and manufacture process																	
Additional Cost	Additional costs may be required.																
Recommendation /Prerequisites	Successful completion of Year 10 Metal Design and Manufacture is strongly recommended. An interest in designing, planning and making is also strongly recommended. Students must be aware that this course is a mixture of practical-based assessments in the workshop and theory-based work exploring design processes. Prior experience in CAD would be an advantage.																

## 2024 Golden Grove High School Year 11 Curriculum Handbook

<b>Subject Learning Area</b>	<b>CAD (Computer Aided Design)</b>	<b>Year Level</b>	11
	Technologies	<b>SACE Credits</b>	10/20 Credits
<b>Career Chart</b>	<a href="#">Computing &amp; IT Engineering</a>	<b>Length</b>	1 or 2 semesters
<b>Course Outline</b>	This subject builds and develops skills that enable students to apply creativity and innovation, critical problem-solving skills and design thinking as well as using knowledge and understanding of Computer Aided Design (CAD). 3D printers will be utilised during this course.		
<b>Topics Included</b>	<p>Students will be exploring 2 areas of CAD within their tasks:</p> <ul style="list-style-type: none"> <li>• Solid Modeling and Design</li> <li>• Architecture and Designing</li> </ul> <p>Students develop knowledge and skills through these topics and apply these to inform their design development in their seconded assessment.</p> <p>Students will select an area of CAD that they wish to further develop through a Design Process and Issues Study where they justify materials selected. Students will work through and create their own design process. Investigate and analyse existing products to inform design development and planning, they will then showcase their skills gained in their first tasks to produce a product or solution. Students will keep detailed records of their Design Process and Evaluate this at the end.</p>		
<b>Assessment</b>	<p>Assessment includes:</p> <ul style="list-style-type: none"> <li>• Specialised Skills Task Solid Modeling and Designing Architecture and Planning 50%</li> <li>• Design Process and Product Guided design process to produce their own design or solution 30%</li> <li>• Evaluation Guided evaluation of their design and manufacture process 20%</li> </ul>		
<b>Additional Cost</b>	Nil		
<b>Recommendation /Prerequisites</b>	It is recommended that you have confidence in using CAD Software programs to be successful in this course.		



## 2024 Golden Grove High School Year 11 Curriculum Handbook

Subject Learning Area	CAD (Computer Aided Design)	Year Level	11 (Stage 2 SACE)
	Technologies	SACE Credits	20 Credits
Career Chart	<a href="#">Computing &amp; IT Engineering</a>	Length	2 Semesters (FULL YEAR)
Course Outline	<p>Students will explore their individual creativity, design thinking and apply their innovation in the skills area of their choice.</p> <p>This can be offered as an <b>accelerated course</b> to those Year 10s who have successfully completed Stage 1 CAD at year 10 in first or second semester.</p>		
Topics Included	Existing CAD 3D modelling, assembly, drawing production and architecture skills will be extended. Designs will be prototyped using skills developed in the course to communicate and test design ideas.		
Assessment	<p><i>School Based Assessment</i></p> <ul style="list-style-type: none"> <li>Specialised Skills Task 20% Solid Modeling and Designing Architecture and Planning 3D modelling and architecture software and CNC prototyping machinery</li> <li>Design Process and Solution 50% Investigation and analysis Design development and planning Production and prototyping Evaluation of design process and solution</li> </ul> <p><i>External Assessment</i></p> <ul style="list-style-type: none"> <li>Resource Investigation and Issue Exploration 30%</li> </ul>		
Additional Cost	Nil		
Recommendation /Prerequisites	<p>Successful completion of SACE Stage 1 CAD at Year 10 required to enter SACE Stage 2 in Year 11.</p> <p>NOTE: this subject may be undertaken 'offline' by negotiation with teacher.</p> <p>Precluded combinations: Students seeking an ATAR are permitted to complete 2 Design Technology and Engineering subjects in SACE Stage 2. Students seeking to complete Digital Multimedia and CAD may do so by negotiation.</p>		

## 2024 Golden Grove High School Year 11 Curriculum Handbook

<b>Subject Learning Area</b>	<b>Digital Technologies</b>	<b>Year Level</b>	11
	Technologies	<b>SACE Credits</b>	10 Credits
<b>Career Chart</b>	<a href="#">Computing &amp; IT</a>	<b>Length</b>	1 Semester only
<b>Course Outline</b>	<p>This subject provides students an opportunity to</p> <ul style="list-style-type: none"> <li>• Apply computational thinking skills to explore problems and possible solutions</li> <li>• Develop and apply programming skills in creating digital solutions</li> <li>• Analyse patterns and relationships in data sets and/or algorithms, and draw conclusions</li> <li>• Develop and apply program-design skills to create and evaluate digital solutions</li> <li>• Research and discuss ethical considerations in digital technologies</li> <li>• Work individually and collaboratively.</li> </ul>		
<b>Topics Included</b>	<p>The subject consist of the following focus areas:</p> <ul style="list-style-type: none"> <li>• Focus area 1: Programming</li> <li>• Focus area 2: Advanced programming</li> <li>• Focus area 3: Data analytics</li> <li>• Focus area 4: Exploring innovations</li> </ul>		
<b>Assessment</b>	<p>Assessment in this subject includes:</p> <ul style="list-style-type: none"> <li>• Project skills</li> <li>• Task Design</li> <li>• Digital solutions</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	Nil		
	It is recommended that you have complete Digital Technologies at year 10		

[Return to contents](#)

## 2024 Golden Grove High School Year 11 Curriculum Handbook

<b>Subject</b>	<b>Music Technology</b>	<b>Year Level</b>	11
	Technologies	<b>SACE Credits</b>	10/20 Credits
<b>Learning Area</b>		<b>Length</b>	1 or 2 semesters
<b>Career Chart</b>	<a href="#">Entertainment Music Media Studies</a>		
<b>Course Outline</b>	<p>In Music Technologies, students create practical, innovative solutions to music industry problems.</p> <p>Students will investigate how sound and music can be used create narrative, thematic and stylistic elements within digital industries such as game development and live sound design. Students will have the opportunity to explore audio mixing and designing to develop products for industry applications.</p>		
<b>Topics Included</b>	<p>The focus of the course is on Sound Engineering and Sound Design.</p> <p><b>SEMESTER 1</b></p> <ul style="list-style-type: none"> <li>• Live sound reinforcement: introduction to acoustics, how to set up and operate a vocal and band P/A system, how to use and place various microphones depending on instrumentation.</li> <li>• Sound Design for Games: Create a library of sounds to be used for a chosen game genre. This will include creating soundtracks.</li> </ul> <p><b>SEMESTER 2</b></p> <ul style="list-style-type: none"> <li>• Multi-track recording: Students record music and mix. studio acoustics, multi-track recording process mic type, choice, placement using EQ, FX, signal processors analog and digital systems</li> </ul>		
<b>Assessment</b>	<p>Assessment includes:</p> <ul style="list-style-type: none"> <li>• Special Skills Tasks 50%</li> <li>• Design Process and Product 50%</li> </ul> <p>Note: Assessment task percentages may change.</p>		
<b>Additional Cost</b>	Nil		
<b>Recommendation /Prerequisites</b>	A full year of Music Technology is required to undertake this course in Stage 2. The focus on the Stage 1 course is on sound engineering.		

[Return to contents](#)

## 2024 Golden Grove High School Year 11 Curriculum Handbook

### Technologies – Home Economics

<b>Subject</b>	<b>Child Studies</b>	<b>Year Level</b>	11
	<b>Learning Area</b>	<b>SACE Credits</b>	10 Credits
<b>Career Chart</b>	<a href="#">Community Services</a>	<b>Length</b>	1 Semester only
<b>Course Outline</b>	<p>Students explore children from conception to 8 years of age, they research and investigate issues related to growth, health and wellbeing.</p> <p>They examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.</p>		
<b>Topics Included</b>	<p>Topics include:</p> <ul style="list-style-type: none"> <li>• Language and communication</li> <li>• Outdoor play</li> <li>• Numeracy</li> <li>• Provision of food in childcare centers</li> <li>• Engaging in food practical</li> <li>• Creating children's clothing/play accessories</li> </ul>		
<b>Assessment</b>	<p>Students will complete the following:</p> <ul style="list-style-type: none"> <li>• 2 x Practical Tasks                      50%</li> <li>• Collaborative Assignment              25%</li> <li>• Issue Investigation                      25%</li> </ul>		
<b>Additional Cost</b>	<p>Students may choose to purchase some materials for practical sections of the course. There is a charge of \$70.00 per semester to cover costs of consumables.</p>		
<b>Recommendation /Prerequisites</b>	<p>Successful completion of Year 10 Child Studies would be advantageous.</p>		

[Return to contents](#)

## 2024 Golden Grove High School Year 11 Curriculum Handbook

### Technologies – Home Economics

<b>Subject</b>	<b>Food &amp; Hospitality</b>	<b>Year Level</b>	11
	<b>Technologies</b>	<b>SACE Credits</b>	10/20 credits
<b>Learning Area</b>			
<b>Career Chart</b>	<a href="#">Food Studies</a> <a href="#">Home Economics</a>	<b>Length</b>	1 or 2 semesters
<b>Course Outline</b>	<p>This course is designed for students interested in the Food and Hospitality industry. Students will be involved in food selection, preparation and presentation as well as the safe handling of food.</p> <p>Students will continue to develop culinary skills through cooking and hospitality events run through the semester. They explore issues that arise in the Food and Hospitality industry, research and analyse information and justify their decisions for items of food that they create.</p> <p>Students who are considering a career or a part time job in the Food or Hospitality industry or who wish to increase their culinary skills will benefit from taking this course.</p>		
<b>Topics Included</b>	<p>In this course students will develop their food preparation and presentation skills by exploring such topics as:</p> <ul style="list-style-type: none"> <li>• Food, the individual and family</li> <li>• Local and global issues in food and hospitality</li> <li>• Trends in food and culture</li> <li>• Food and safety</li> <li>• Food and Hospitality industry</li> </ul>		
<b>Assessment</b>	<p>Students will complete the following assessment tasks:</p> <ul style="list-style-type: none"> <li>• Individual Action Plan</li> <li>• Collaborative Action Plan</li> <li>• Practical Task</li> <li>• Research Task</li> <li>• Investigation</li> </ul>		
<b>Additional Cost</b>	<p>Students are advised that there are additional costs involved of \$70 per semester which are related to practical activities.</p>		
<b>Recommendation /Prerequisites</b>	<p>Successful completion of year 10 Food and Hospitality would be an advantage in completing this course at Stage 1. This course can be undertaken as a semester or full year course.</p>		



## 2024 Golden Grove High School Year 11 Curriculum Handbook

# Vocational & Work Ready Learning

<b>Subject</b>	<b>VET / Work Ready - Integrated Learning</b>	<b>Year Level</b>	11
<b>Learning Area</b>	Cross Disciplinary - Integrated Learning	<b>SACE Credits</b>	10 Credits
<b>Career Chart</b>	<a href="#">All Areas</a>	<b>Length</b>	1 Semester only
<b>Course Outline</b>	<p>This subject is suitable for all students, but is highly recommended for the following:</p> <ul style="list-style-type: none"> <li>• Completing a School-Based Apprenticeships and School-Based Traineeships</li> <li>• Currently studying a VET certificate</li> <li>• Completed a VET certificate</li> <li>• Seeking employment</li> </ul> <p>To assist students who are headed towards a Vocational Pathway we are offering a student-directed course which allows for great learning flexibilities in relation to the world of work, employability skills and pathways' understandings such as within Trades and/or Apprenticeships.</p> <p>In line with Vocational Pathways and Work Ready skills, students will undertake practicals and connective tasks where they will collaborate, undertake peer and self-assessment and explore and examine different context and application of vocational skills sets and dispositions.</p> <p>Depending on the focus of their topic, students will engage with critical and creative thinking, problem solving and personal development.</p>		
<b>Topics Included</b>	<p>Students need to be engaging in VET course or on a Work Ready pathway.</p> <p>Areas of study include:</p> <ul style="list-style-type: none"> <li>• Pathways planning</li> <li>• Business knowledge and skill development</li> <li>• Work force skills</li> <li>• Applications for apprenticeship/work planning</li> </ul>		
<b>Assessment</b>	<p>Assessment Type 1: Practical Exploration 40%</p> <p>Assessment Type 2: Connections 40%</p> <p>Assessment Type 3: Personal Venture 20% (of choice)</p>		
<b>Additional Cost</b>	Nil		
<b>Recommendation /Prerequisites</b>	<p>Some students may be allocated this subject in line with their pathway, VET application or school based apprenticeship. Students on a work ready path without VET will be required to complete work experience as a part of this subject</p> <p>Students can do unlimited Integrated Learning courses at Stage 1</p>		